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ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in December; poems; facts and an activity about Hanukkah; a flannelboard story; word puzzles and other puzzles; science activities; arts and crafts activities; mathematics activities; and body movement exercises. Many of the activities are related to Christmas or to Texas (the "state of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, divergent production, and evaluation. (DC)

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December 1981

DATE	EVENT	ACTIVITIES PAGE	
State of the Month - TEXAS		2, 6, 7, 20-22	
CHOICE Unit - "Body Movement"		41-49	
3	Planet, URANUS, discovered in 1781		
4	Mexico: DAY OF THE ARTISANS		
5	MARTIN VAN BUREN - birthday (1782)		
	INSTRUCTIONAL MATERIALS WORKSHOP: 9:00-2:00, Kern County Superintendent of Schools Office		SEE INSIDE BACK COVER OF THIS ISSUE FOR MORE INFORMATION.
6	SAINT NICHOLAS DAY (Netherlands)		
7	Anniversary of the bombing of PEARL HARBOR		
10	HUMAN RIGHTS DAY		
12	Independence Day in KENYA		
	Mexico: GUADALUPE DAY		
13	MARY TODD LINCOLN - birthday (1818)		
14	SOUTH POLE discovered (1911)		
16 - 24	LAS POSADAS celebration		
21	Jewish Holiday: HANUKKAH begins	14, 15	
	FIRST DAY OF WINTER	27	
22	ARBOR DAY		
25	CHRISTMAS DAY!	1, 3-13, 16-19, 23-26, 29, 32-38, 40	
27	LOUIS PASTEUR - birthday (1822)		
28	WOODROW WILSON - birthday (1856)		
29	TEXAS ADMISSION DAY (1845)	2, 6, 7, 20-22	

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CURRICULAR SERVICES

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Merry Christmas

'Twas the day before Christmas and all through
the school
Kids were preparing to celebrate Yule.
The first grade made reindeer to paste on their
chairs
When someone discovered that glue tastes like pears.
The second grade served the Yule lunch it had made -
Doughnuts and bubble gum, cake and Kool-Aid.
The third grade popped popcorn to make into balls
And left sticky fingermarks all down the halls.
The fourth and fifth graders were giving a drama
When a voice from the manger yelped, "I want my
mama."
The sixth grade went caroling till the chief of police
Hinted that they were disturbing the peace.
And our dear stalwart teacher - now what was she
doing
To welcome the season of cutting and gluing?

ANSWER:

Blowing noses, wiping feet, guiding children to their seat,
Feeding turtles, mending books, hanging coats on proper
hooks,
Sketching babies in the manger, {one more carol will derange
her},
Climbing ladders, trimming trees, nursing cuts and scuffed-
up knees,
Hanging wreaths upon the door, sweeping popcorn off the floor,
Teaching children how to add, going absolutely mad,
Sorting through the hats and coats, hunting airplanes and
toy boats,
Buttoning sweaters, drying tears, tying scarves around little
ears,
Wish them, "Merry Christmas, all." Herd them out into the
hall,
Close the door and turn the lock,

JOY TO THE WORLD -
It's four o'clock!

TEXAS

Admission Day: December 29, 1845

STATE BIRD: Mockingbird

STATE FLOWER: Bluebonnet

DECEMBER

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Holiday Poetry Section

SANTA CLAUS

O clap, clap the hands
  And sing out with glee!
For Christmas is coming,
  And merry are we!
Now swift over the snow
(Hook thumbs together, Let fingers be reindeer.)
  The tiny reindeer
Are trotting and bringing
  Good Santa Claus near.
Our stockings we'll hang
(Put 4 fingers down to show stockings.)
  And while we're asleep,
Down the chimney
(Stack fists for chimney.)
  Will Santa Claus creep.
He'll empty his pack
  Then up he will come
(Thumb up and bring arm up.)
And calling his reindeer
  Will haste away home
Then clap, clap the hands!
  And sing out with glee
For Christmas is coming,
  And merry are we.

SANTA'S VISIT

Down the chimney dear Santa
  Claus crept
Into the room where the
  children slept
He saw their stockings hung
  in a line
And filled them with cookies
  and candy fine.
Although he counted them...
  One, two, three,
The baby's stocking he could
  not see.
"Ho, ho," said Santa, "that
  won't do!"
So he popped her present
  right into her shoe.

SECRET SANTA

When he comes down my
  chimney,
I should like to peep.
But he'll never come,
  no never,
Before I'm fast asleep.

SANTA'S SURPRISE

Do you know what I would like to do
  when Santa comes knocking?
I'd like to squeeze up real tight
  and hide behind my stocking,
And when he opens the door, I'd just
  jump out and say "Boo" just for
  fun
And if he got scared enough, he
  might drop his pack and run.
Wouldn't that be fun?

CHRISTMAS

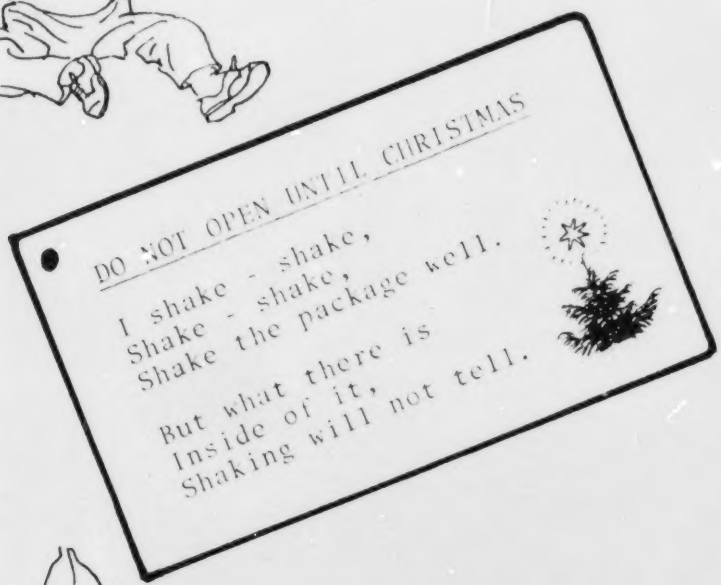
Here is the chimney *(thumb in fist)*
Here is the top *(place palm on top)*
Open the lid *(remove hand)*
Out Santa will pop. *(pop up thumb)*

FIVE LITTLE SANTAS

Five little Santas all
  in a row
The first one said,
  "It's time to go."
The second one said,
  "We mustn't be late."
The third one said,
  "The children can't
  wait."
The fourth one said,
  "We must be back
  before day."
The fifth one said,
  "Let's run to the
  sleigh."
So off they all flew
  high over the moon.
Then they came back
  and rested 'til
  April or June.

SELF-STARTING

Some of my toys you must wind with a key.
Some of them pull with a string.
Some are what Daddy calls "battery run"
When you just push a lever-like thing.
But my really true kitten goes all by herself,
And I notice whenever I'm near,
She has a small motor inside of her skin,
One that you really can hear.



THE DAY AFTER CHRISTMAS

The day after Christmas
Friend on young friend calls.
All the happy girls are out
Showing off their dolls!

The day after Christmas,
Mid noisy shouts and squeals,
All the happy boys are out
Riding things on wheels!

The day after Chris'mas,
Ere winter twilight falls,
All the frisky dogs are out
Chasing brand-new balls!

GIFTS AT CHRISTMAS

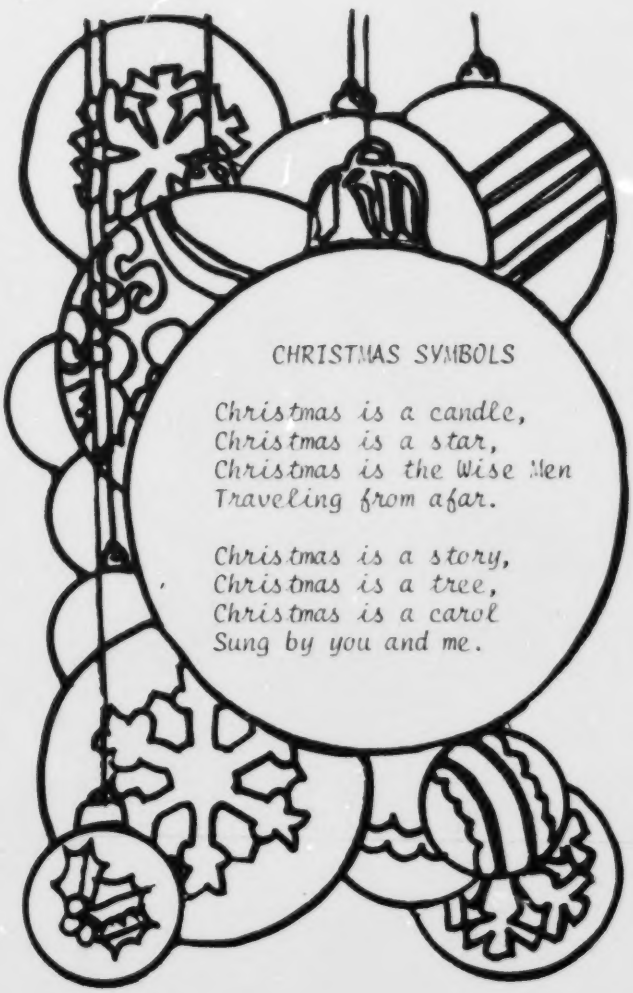
There are gifts to buy,
And gifts to make,
But there are other gifts worthwhile:

Being helpful,
Being kind,
And ready with a smile;
Being friendly,
Thoughtful, too,
Doing things to please -

I've made up my mind.
Christmastime
I'm giving some of these!

A SWEETEST SUGARPLUM

I am a special sprinkled sugarplum
Who's red and white and sweet,
I'm sold inside a candy shop for
Boys and girls to eat;
I live with greenish jelly beans
And bars of chocolate brown,
They buy me here on Bakery Street
...The sweetest spot in town.



CHRISTMAS SYMBOLS

Christmas is a candle,
Christmas is a star,
Christmas is the Wise Men
Traveling from afar.

Christmas is a story,
Christmas is a tree,
Christmas is a carol
Sung by you and me.

MY CHRISTMAS TREE

My Christmas tree is
nice and bright
With bells (shake bells)
and balls (make circle
ball with 2 hands)
And Christmas lights.
(Hands above head for
flame)
I hope that Santa Claus
will see
The cake and cookies and
remember me.

MERRY CHRISTMAS

Bells are ringing,
Children singing,
Christmas time is here.
We would like to wish
you
Merry Christmas
and a
Happy New Year!

FIVE LITTLE BELLS

Five little bells hanging in a row,
The 1st one said, "Ring me slow."
The 2nd one said, "Ring me fast."
The 3rd one said, "Ring me last."
The 4th one said, "I'm like a chime."
The 5th one said, "Ring me at
Christmas time."

A CHRISTMAS PLAY IN A DESERT SCHOOL

Spiders have draped the barn with silver glory,
Brighter than tinsel. The teacher plans the way
The desert children will act out the story -
Apache, Navajo, and Hopi give a play.

One burro wears a manzanita garland.
Slow and sure of foot he walks the aisle
Bearing a little Spanish maid, Juanita,
Her midnight hair smooth-braided, proud her smile.

Tin stars cut from an oilcan's sides set stage
A-shine like sister stars beyond the hill.
A lettuce crate, well lined with fragrant sage,
Becomes a bed for brown papoose, fawn-eyed and still.

Not snow, but moonlight frosts the desert white;
In beaded moccasins Christmas walks the night.

LITTLE JACK HORNER

Little Jack Horner
Sat in a corner,
Eating his Christmas pie.
He stuck in a thumb
And pulled out a plum,
And said, "What a good boy
am I!"

CHIQUITO JUAN ESQUINA

Se sento en la esquina,
Comiendose se pastel de
navidad,
Se le atoro el dedo,
Y cuando lo saco,
Saco un siruelo,
Y dijo que buen niño soy
yo.

LA PIÑATA

What's inside this fancy star?
Just an empty brown clay jar
Dressed up fancy, shining, gay,
For our Christmas holiday?
Or have you guessed that lots
of treats -
Toys and fruits and nuts and
sweets -
Hide inside and wait until
A nimble niño makes them spill
Down to the ground as he swings
and breaks
La Piñata!

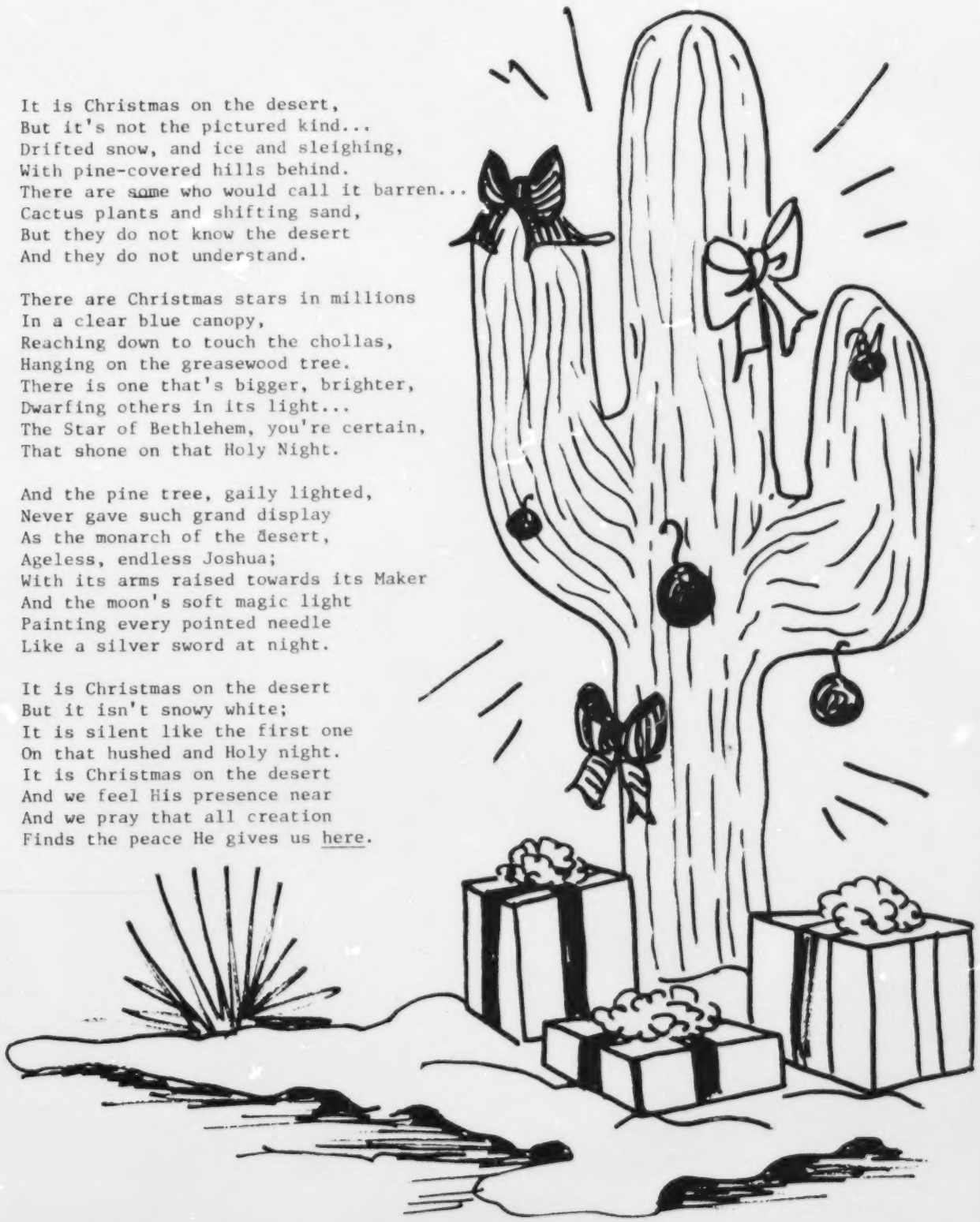
Christmas on the Desert

It is Christmas on the desert,
But it's not the pictured kind...
Drifted snow, and ice and sleighing,
With pine-covered hills behind.
There are some who would call it barren...
Cactus plants and shifting sand,
But they do not know the desert
And they do not understand.

There are Christmas stars in millions
In a clear blue canopy,
Reaching down to touch the chollas,
Hanging on the greasewood tree.
There is one that's bigger, brighter,
Dwarfing others in its light...
The Star of Bethlehem, you're certain,
That shone on that Holy Night.

And the pine tree, gaily lighted,
Never gave such grand display
As the monarch of the desert,
Ageless, endless Joshua;
With its arms raised towards its Maker
And the moon's soft magic light
Painting every pointed needle
Like a silver sword at night.

It is Christmas on the desert
But it isn't snowy white;
It is silent like the first one
On that hushed and Holy night.
It is Christmas on the desert
And we feel His presence near
And we pray that all creation
Finds the peace He gives us here.



WISH ON A CHRISTMAS STAR

Star light,
Star bright,
Wonderful star
Of Christmas night,
I wish I may
I wish I might
Have the wish
I wish tonight:

Christmas peace,
Christmas joys -
For all God's world
Of girls and boys.

STAY, CHRISTMAS

Stay, Christmas,
Stay, Christmas.
Do not go
Away, Christmas.
Laughter jolly,
Lanterns, holly,
Bells ringing,
Children singing,
All things glad
Nothing sad...
Oh, stay, Christmas,
Stay, Christmas.
Do not go
Away, Christmas.

DREAMS

Five children dreamed of Christmas day,
(hold up five fingers)
As fast asleep five children lay,

The first one dreamed of Christmas trees
Trimmed in tinsel gay;
(Bend down thumb)

The second one dreamed of Santa Claus,
His reindeer and his sleigh;
(Bend down pointer finger)

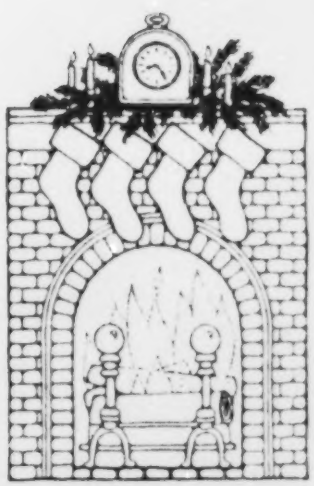
The third one dreamed of a fireplace
And stockings in a row;
(Bend down middle finger)

The fourth one dreamed of the Christ Child
Born so long ago;
(Bend down ring finger)

The fifth one dreamed of presents
Piled beneath a tree
(Bend down little finger)

You, too, can dream, if you will play
This dreaming game with me.

Let your eyelids gently close,
(close eyes)
Let your head drop down;
(relax head)
Let the dreams of Christmas come
As you drift to Sleepy Town.

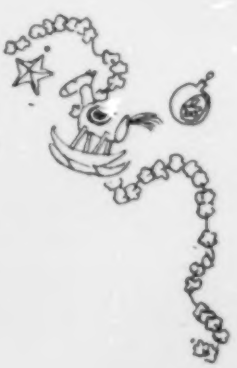


DAY BEFORE CHRISTMAS

We have been helping with the
cake
And licking out the pan,
And wrapping up our packages
as neatly as we can.
And we have hung our stockings
up
Beside the open grate,
And now there's nothing more
to do
Except

To

Wait!



A Counting Christmas Rhyme

How many little wooden soldier men?
Count them with me: 5 AND 5 ARE _____.

How many presents wrapped with twine?
Count them with me: 6 AND 3 ARE _____.

How many hours do we have to wait?
Count them with me: 4 AND 4 ARE _____.

How many ornaments bright as stars
in heaven?
Count them with me: 3 AND 4 ARE _____.

How many golliwogs doing fancy tricks?
Count them with me: 3 AND 3 ARE _____.

How many dollies looking so alive?
Count them with me: 4 AND 1 ARE _____.

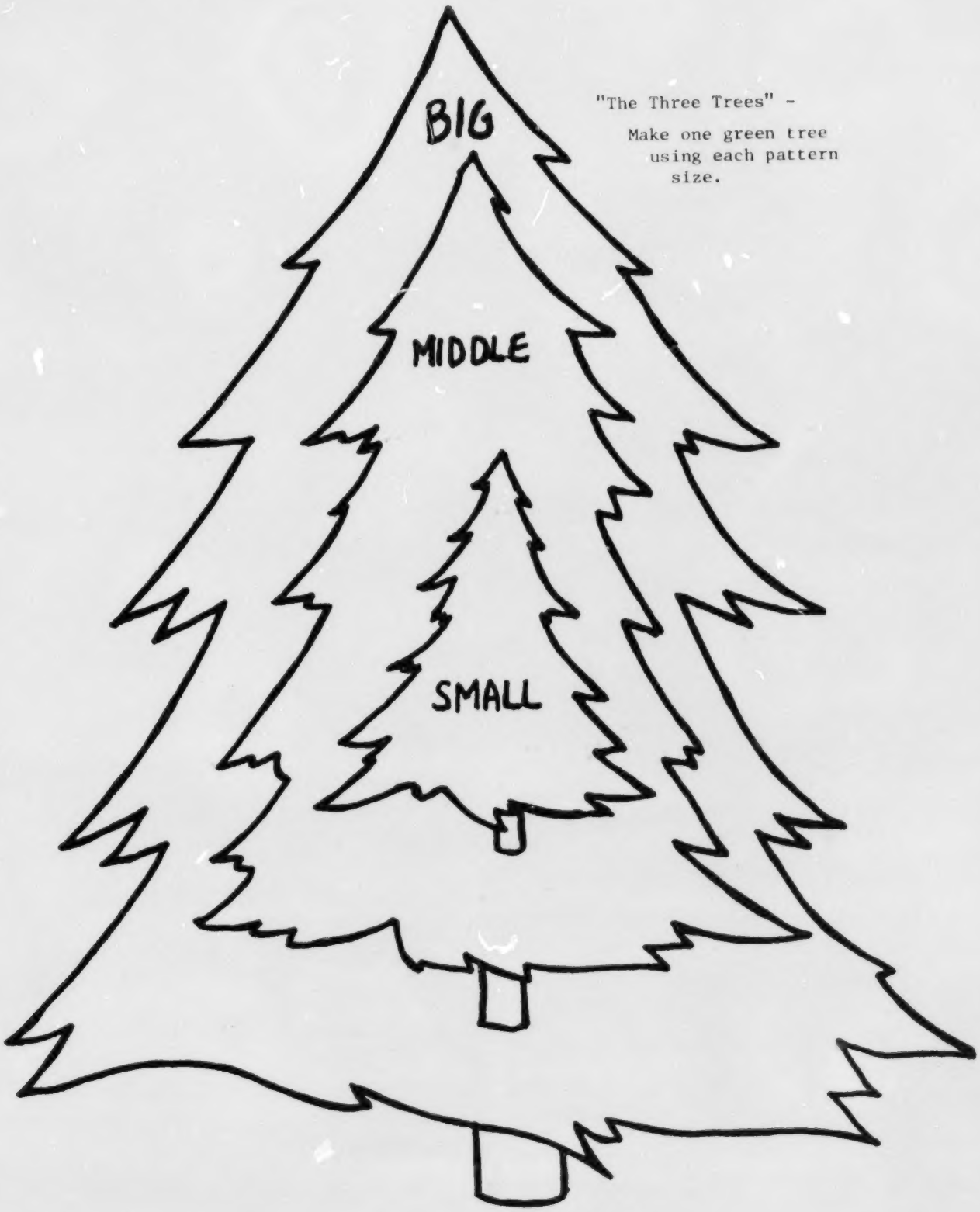
How many mystery boxes to explore?
Count them with me: 2 AND 2 ARE _____.

How many bicycles do we see?
Count them with me: 1 AND 2 ARE _____.

How many rocket ships shiny and new?
Count them with me: 1 AND 1 ARE _____.

How many fire trucks that really run?
Count them with me: ONLY _____.

How many angels on the Christmas tree?
1 on the top is all I can see.



"The Three Trees" -

Make one green tree using each pattern size.

13

The Three Trees

Once upon a time, there were three fir trees growing near the edge of the great forest. As the days began to grow shorter and colder, and the snow began to fall, the fir trees talked among themselves. Each tree hoped that it would be chosen to be a Christmas tree. It seemed they could think of nothing else.

One day a little bird, who had lost his way and had hurt his wing, fluttered near the tallest of the trees. "Oh, please, fir tree," he said, "May I hide among your green branches to keep warm?"

"No, indeed," answered the fir tree. "I am sure Santa Claus will be along soon and I know that he'll choose me to be a Christmas tree. I don't want a little bird hopping in my branches."

The little bird tried to flutter across the snow. Now he was near the middle-sized tree. "Oh, please, fir tree," he said, "May I hide among your branches to keep warm?"

"No, indeed," answered the middle-sized fir tree. "I'm waiting for Santa Claus. I'm sure he'll choose me this year. I don't want a little bird hopping in my branches."

The little bird tried to go on. He fluttered to the smallest fir tree.

The little tree was sighing. "I guess I'm too small to be a Christmas tree this year. I'm going to grow and grow, then maybe Santa will choose me next year."

The little bird gave a hop close to the little fir tree. "Oh, please, let me hide in your branches. I'm so cold and tired, I want to get warm."

"Yes, indeed," said the smallest fir tree. "Just hop up near the middle. My boughs are thick and full there. You will be warm in no time." The little bird felt so happy and he began to feel warmer, too. Then, far away, they heard the sound of sleigh bells. It was Santa and his reindeer.

"Ho, Ho, Ho," called Santa. "Now I must choose a tree just the right size." Santa drive the reindeer near the fir trees.

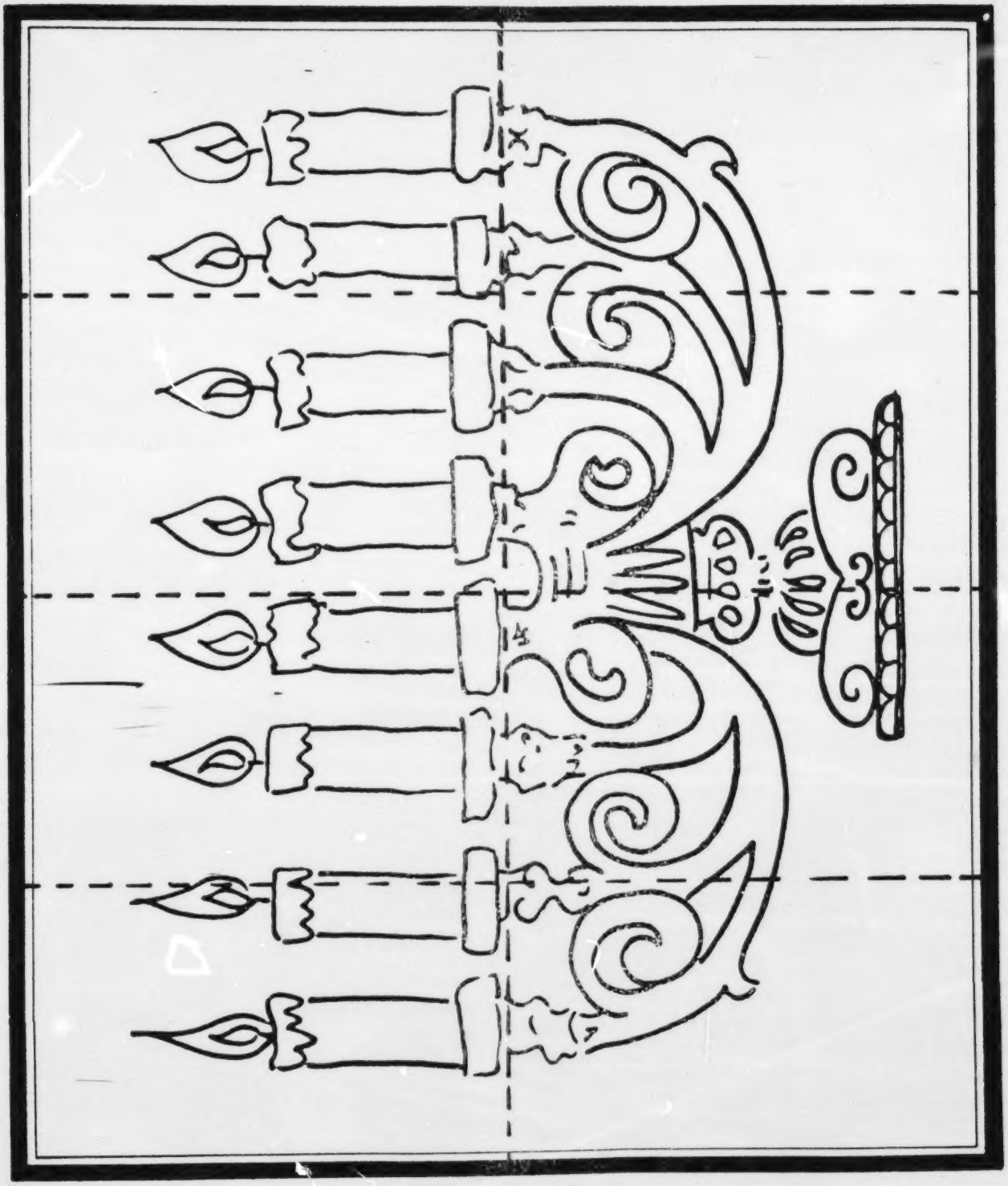
The tall fir tree called, "Choose me, Santa." But Santa shook his head, "No, not this time." As he drove by, the middle-sized tree called, "Choose me, Santa." But Santa shook his head. "No, not this time." Then Santa came to the small fir tree. He stopped the reindeer and jumped out of the sleigh. "Here's the one," he said.

The little bird flew out and sat on the edge of the branch. "Oh, Santa, you're taking my nice new home. What shall I do now?"

Santa looked at the little tree, and at the little bird. "Well," he said, "just come along with me. You can be a Christmas present."

So Santa put the tree in the sleigh and the little bird hopped in its branches. Then away they went to a little girl's house, where they all had a very merry Christmas!

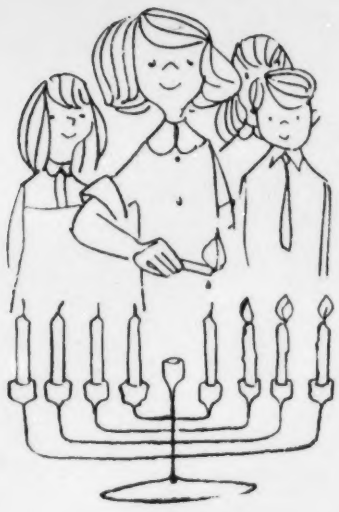
Toys



Menorah

To make a Hanukkah puzzle, cut the picture apart on the dotted lines. You can have fun fitting the pieces back together again.

Candles of Hannukah



HANUKKAH QUIZ

Why is the story of Hanukkah told?
To honor the brave Maccabeans of old.
What makes our mouths water, handed
around?
Platefuls of pancakes, deliciously
browned.

Where are the Hanukkah gifts hidden?
Well - that is a secret that no one
should tell!

What do we place on the table to hold
The gay-colored candles? It's polished
like gold.
The shining menorah! What comes once a
year?
Hanukkah fun! At last it's here!

THE FEAST OF LIGHTS

Long before the birth of Christ, people celebrated the holiday season as the spirit of peace and good will. The Jewish faith commemorates the winning of a battle in ancient Israel. Hanukkah, or the Feast of LIghts, which lasts for eight days, is observed by Jewish people around the world. A candle is lit on the first day and at dusk on each succeeding day.

Today, Hanukkah is also a children's holiday. Each child is given a gift on each of the eight days.

THE MIRACLE OF THE LIGHTS

There is a beautiful legend told about the "miracle" of the lights. In the Temple, there was an oil lamp that was always lit. It was called the Eternal Light. When the Jews returned to the Temple, the light was out. They could find only enough oil to keep the light burning for only one day.

It would take a week until the new oil would be ready. Then came the miracle! The lamp burned for eight days! That is why Jews celebrate Hanukkah for eight days.

To remember the miracle, Jewish families light Hanukkah candles in a special candlestick called a *menorah*. It has nine cups for candles, one for each day of the miracle and one special cup that holds the *"Shamash"* candle. Each night the Shamash is lit first and then it is used to light the other candles. One candle is lit the first night, two on the second, and so on until, on the eighth night, all eight candles are lit. Special prayers in Hebrew, the language of the Jews, are said over the candles.

The word *Hanukkah* means "dedication." The holiday is usually celebrated in the month of December.

Christmas Crossword

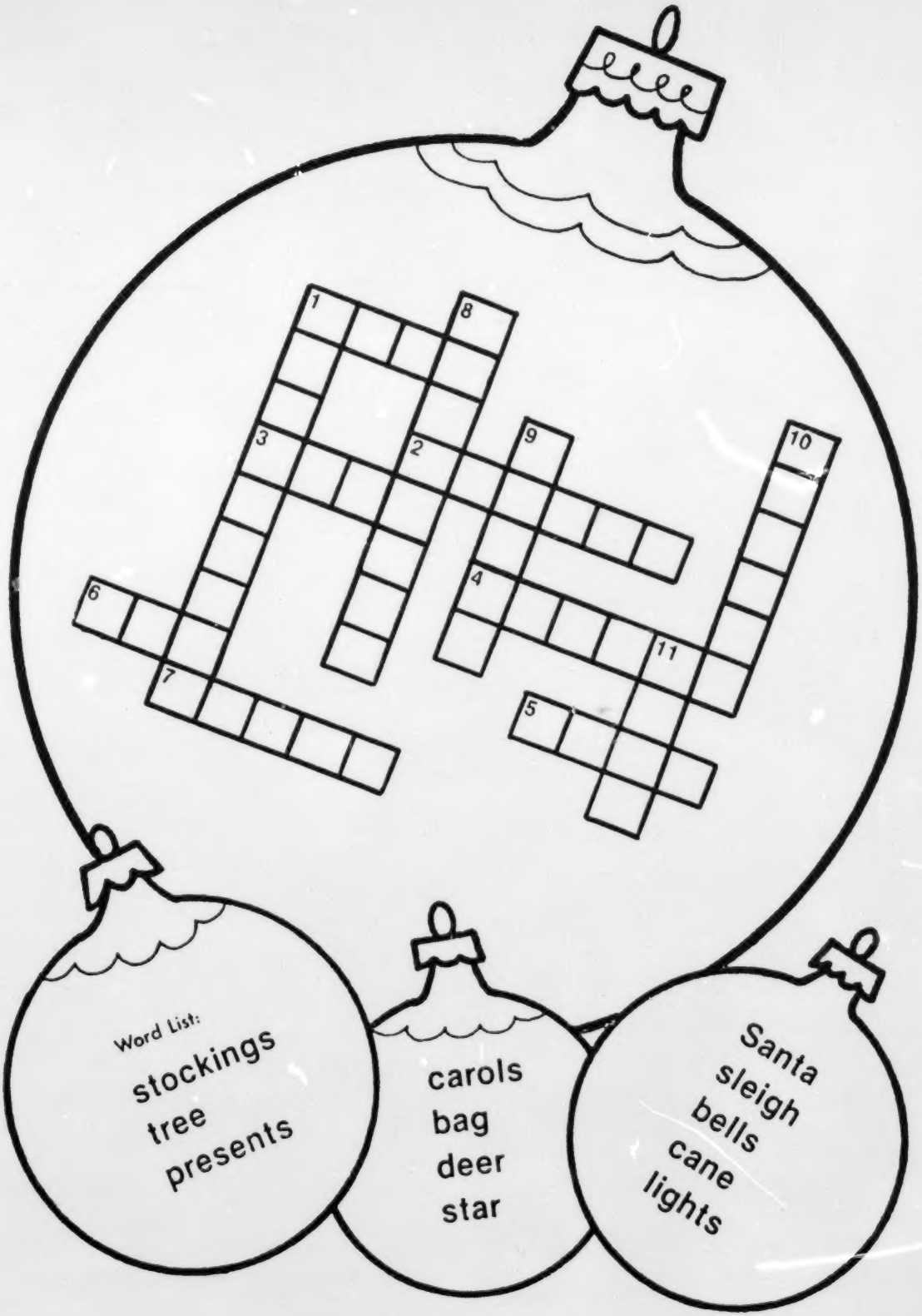
ACROSS

1. A _____ IS SHINING ON THE TOP OF THE CHRISTMAS TREE.
2. REINDEER WILL PULL SANTA'S _____.
3. LOOK FOR A CANDY _____ IN YOUR STOCKING!
4. PUT A STRING OF COLORED _____ ON YOUR TREE.
5. RUDOLPH IS ONE OF SANTA'S _____.
6. SANTA HAS MANY TOYS IN HIS _____.
7. _____ MAY BRING YOU SOME GIFTS.

DOWN

1. HANG YOUR _____ BY THE FIREPLACE.
8. PEOPLE GIVE EACH OTHER _____ AT CHRISTMAS.
9. LISTEN TO THE CHURCH _____ RINGING.
10. THE CHILDREN SANG CHRISTMAS _____.
11. HELP US DECORATE THE CHRISTMAS _____.

Merry, Merry Christmas to all!


1
8
3
2
9
10
4
6
11
7
5
Word List:
stockings
tree
presents
carols
bag
deer
star
Santa
sleigh
bells
cane
lights

What's in the Box?

TO FIND OUT WHAT IS IN EACH PRETTY BOX, YOU MUST DO TWO THINGS. FIRST,UNSCRAMBLE THE WORDS TO FIND OUT WHAT THE GIFTS ARE. WRITE THEM ON THE LINES. THEN FOLLOW THE CURVED LINE FROM THE GIFT TO DISCOVER WHICH BOX IT IS IN.

ktasse

_____

ihdsse

_____

tutrepm

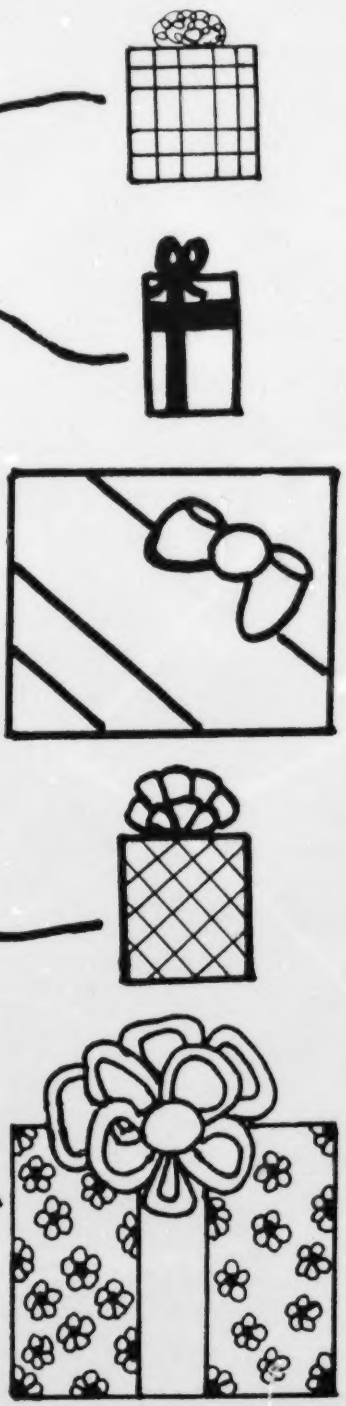
_____

bramsel

_____

rniat

_____

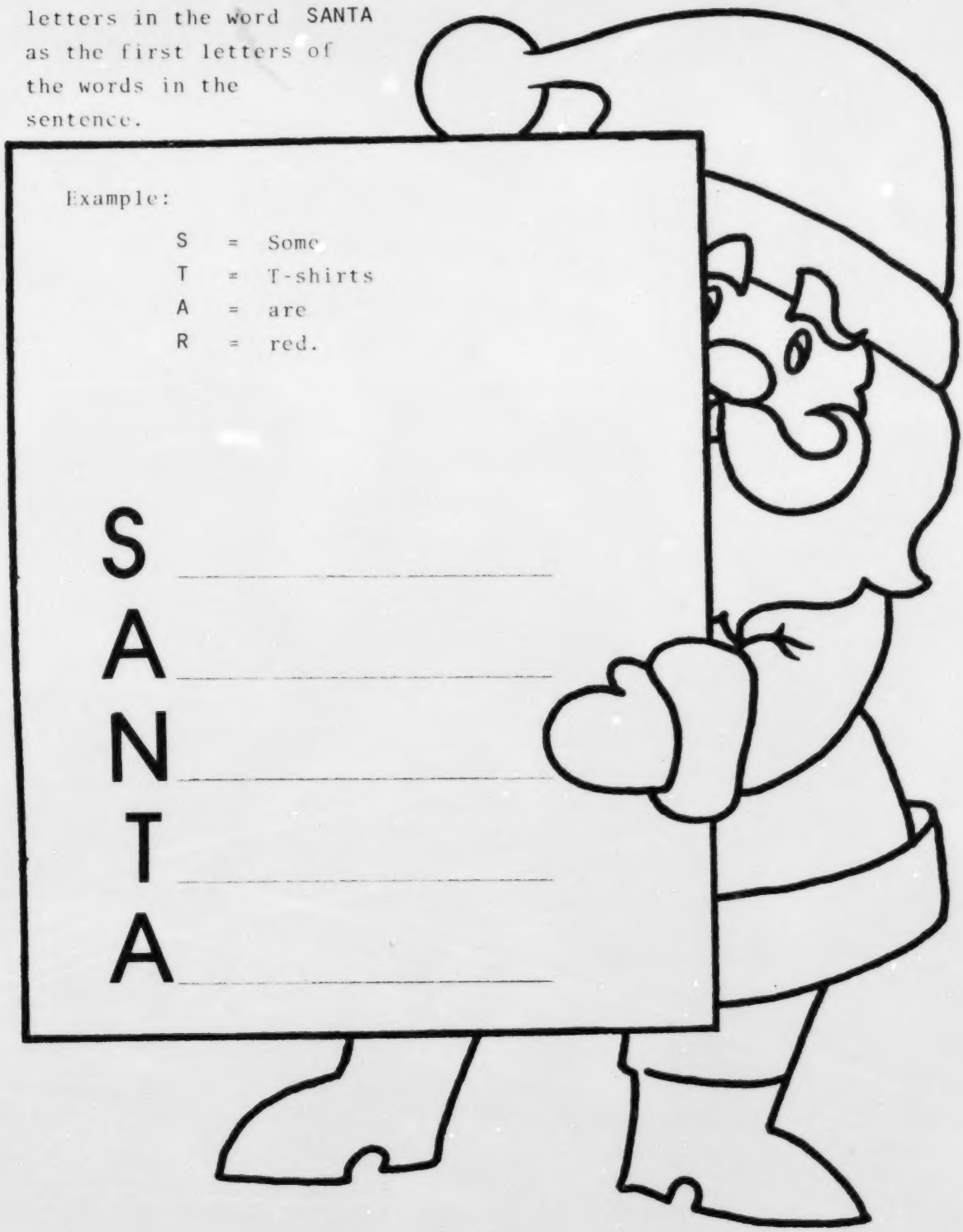


ANSWERS: *bkatos, dksbes, trumpet marbles, train*

21

Acrostic Fun

Write a sentence using the letters in the word SANTA as the first letters of the words in the sentence.



Example:

S = Some
T = T-shirts
A = are
R = red.

S _____

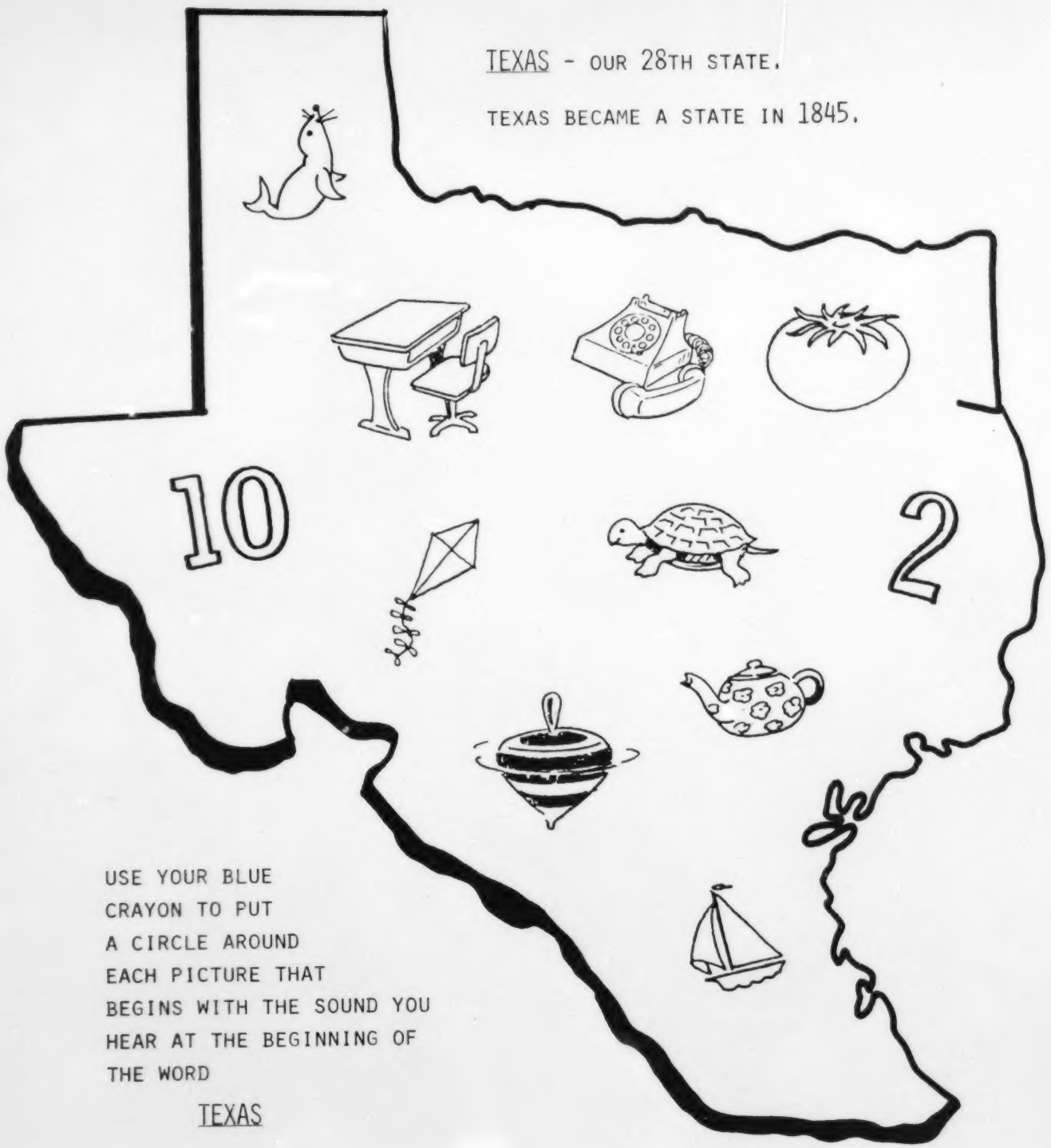
A _____

N _____

T _____

A _____

State of the Month...



Desert Trails

Follow the maze of desert trails below and you will discover the letters to spell out the nickname of the state of Texas!

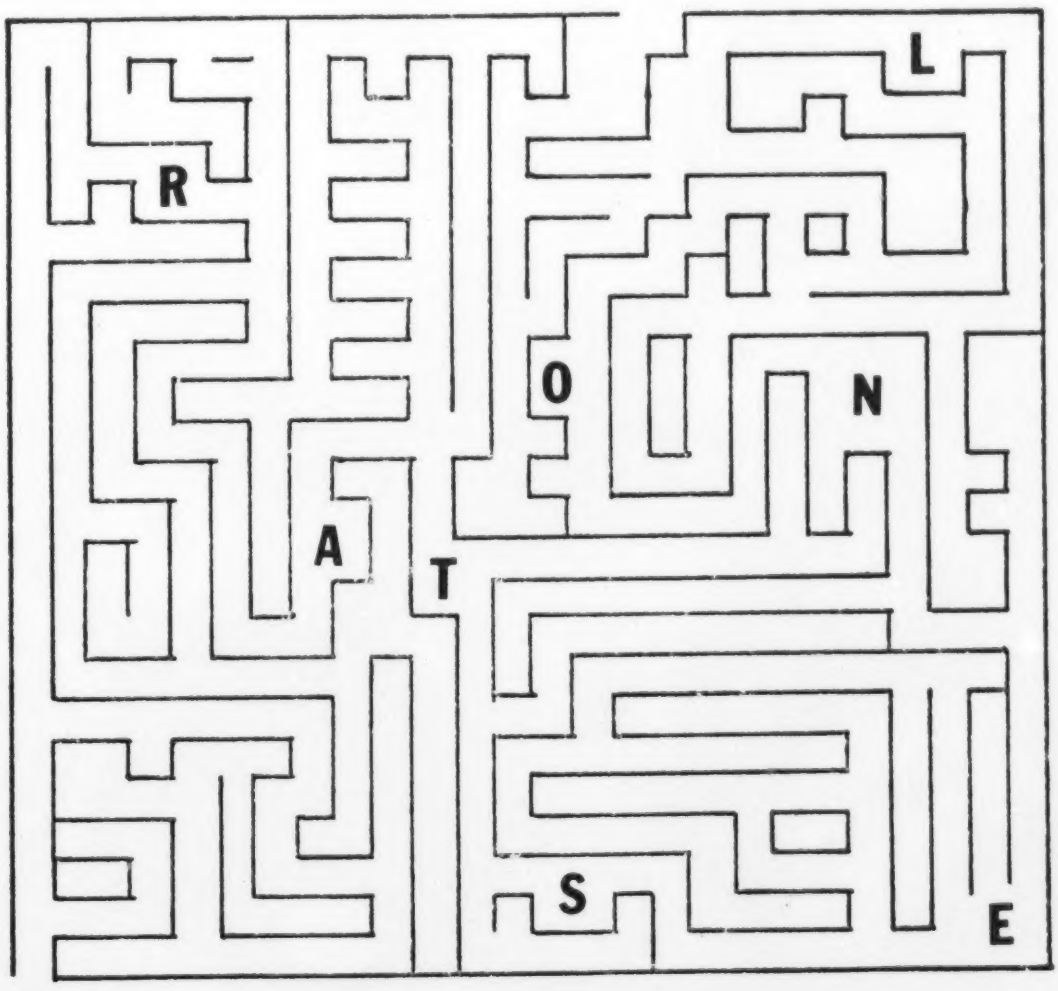
TEXAS IS THE

"__ __ __ __ __ __ __ __"

STATE.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

START



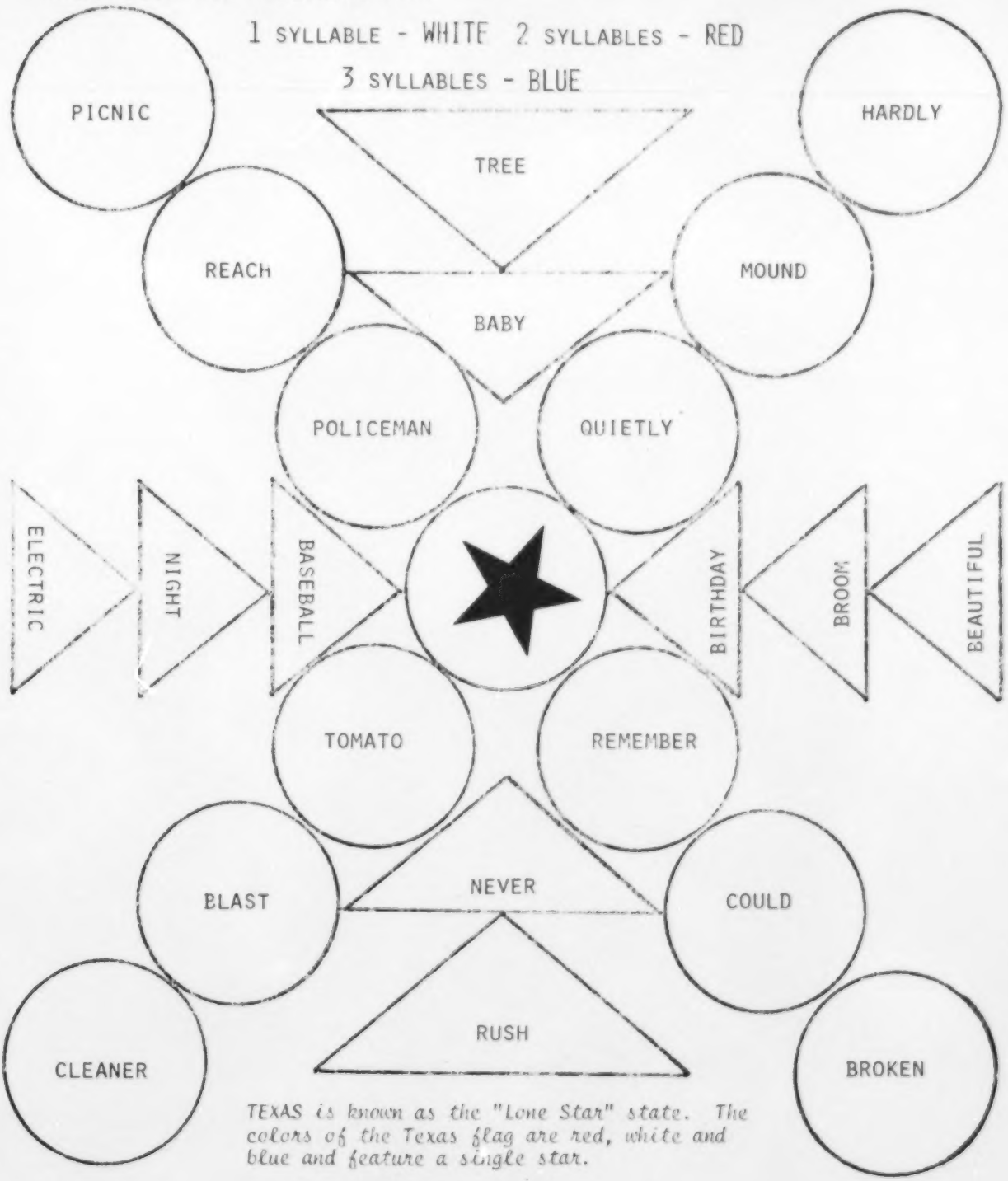
END

"Lone Star" Syllables

FIND OUT HOW MANY SYLLABLES THERE ARE IN EACH WORD BELOW. THEN COLOR EACH SHAPE THE FOLLOWING WAY:

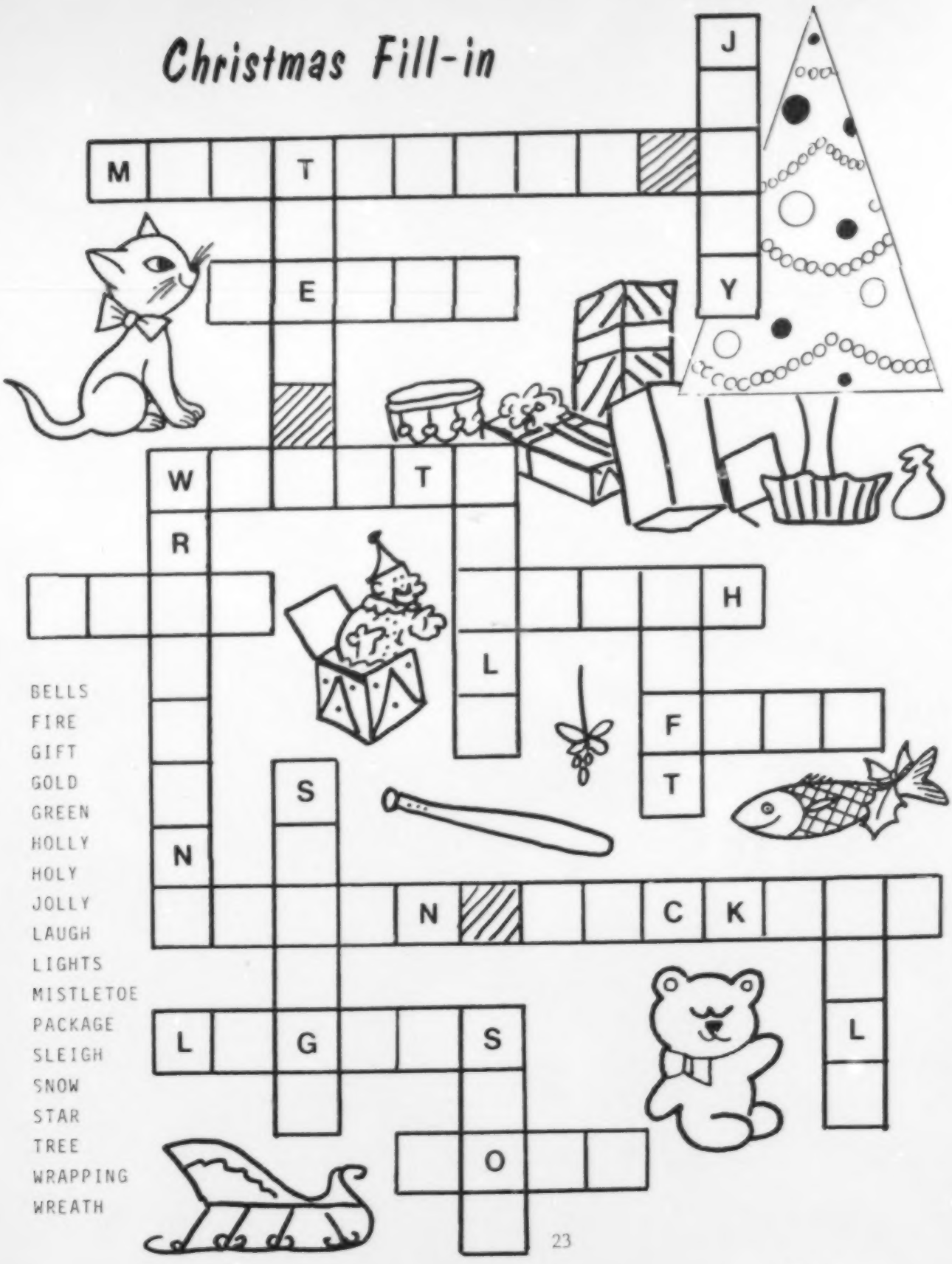
1 SYLLABLE - WHITE 2 SYLLABLES - RED

3 SYLLABLES - BLUE



TEXAS is known as the "Lone Star" state. The colors of the Texas flag are red, white and blue and feature a single star.

Christmas Fill-in



BELLS
FIRE
GIFT
GOLD
GREEN
HOLLY
HOLY
JOLLY
LAUGH
LIGHTS
MISTLETOE
PACKAGE
SLEIGH
SNOW
STAR
TREE
WRAPPING
WREATH

December science...

The Reindeer is Real!

When we think of reindeer we usually think of Donner and Blitzen and Rudolph - cheerful, helpful animals that appear once a year to pull Santa Claus' sleigh. Let's take a look now at the reindeer - as it <u>really</u> is!

If you were a child that lived in Lapland- an area beyond the Arctic Circle, made up of the northern parts of Norway, Sweden, Finland and Russia - you would have a very different notion of a reindeer. For, in that region, the reindeer is a part of everyday life.

One important use for the reindeer is to pull loads. A reindeer can pull or pack loads where almost no other animal, including sled dogs, can live. A reindeer can pull a heavy load several hours at 10 miles an hour. One animal can pull 450 pounds and cover 40 miles a day over hard, smooth surfaces. As a pack animal, the reindeer can carry about 90 pounds. Lapp children often ride a reindeer, but the animals' backs are not strong enough to carry a heavy man.

The sled a reindeer pulls is called a *pulka* and it looks like the front end of a canoe. It is about six feet long and two feet wide and skims over the snow and ice like a boat.

Other equipment used on a reindeer are a bridle, which is just a halter with a rein on one side, and a harness that is a leather strap tied to a wooden or rope collar. If you want to stop a reindeer, you whistle and throw the rein to the other side.

Even though the reindeer works constantly for the Laplanders they are not willing workers, nor are they very tame. It takes six months to train one and even then they are stubborn and unwilling to work.

However, one special thing about reindeer is that they can find their own food - in summer or winter. They find and dig up food, even in deep snow; their hooves have sharp edges which can cut through ice. They can eat almost any plant, even mushrooms, but their main food is a lichen called *reindeer moss*.

Reindeer are not bothered by cold weather because each hair in their fur is hollow and filled with air. This not only forms a warm blanket around the animal, but makes the animal waterproof. Reindeer are very strong swimmers.

One very unusual thing about reindeer is that both the male and female reindeer have antlers - this is not true of any other kind of deer.

In what other ways do the Lapps depend on the reindeer?

- *The food they eat depends on reindeer meat, milk and cheese. Although a female reindeer only gives about a half cup of milk at a time, it is very rich. It contains four times as much butter-fat as cow's milk.*

- *Clothing, such as parkas, pants and mittens are made from reindeer skin. Skin from the head makes nonskid soles for shoes.*

- *Tails make shaving brushes.*

- *Reindeer sinews make good thread for sewing canoes.*

- *Reindeer bones make needles and knife handles.*

Questions to consider:

- What animals in the history of the United States was as useful to our native Americans as the reindeer is to the Laplanders?

  Find out all you can about this animal - where and when it lived; how it was used.

  What has happened to this animal? Are any other animals in the same danger? Why? Can they be helped?

PAPER DEER

PAPER DEER

Fold a piece of paper, 6 inches by 9 inches, in half for the body as shown in Fig. 1. Cut a curved piece from the open edges. Cut a 1-inch slit on the folded edge at A. For the head, fold an 8- by 7-inch piece of paper in half and cut out a head as shown in Fig. 2. Slip the head in slit A. Cut out a paper tail and paste it on.

Make several other kinds of animals and use as place cards or put them in your farm or zoo.

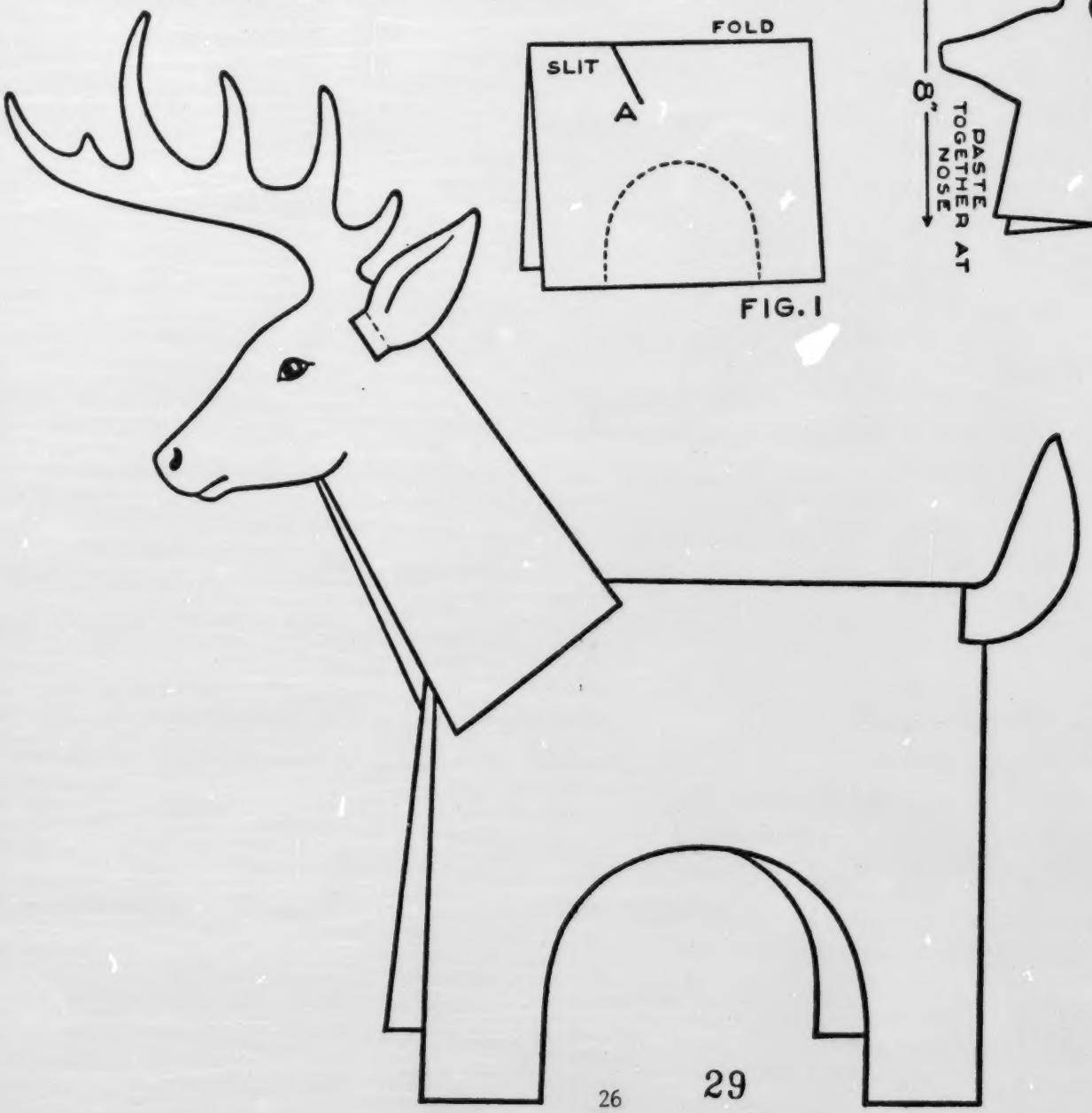
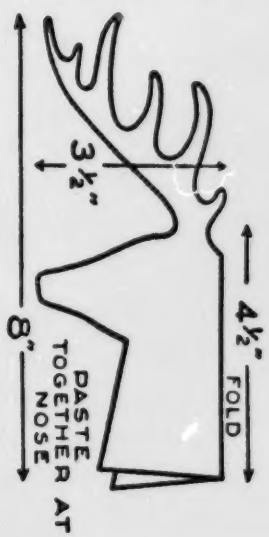


FIG. 1

FIG. 2



Winter

Word Search

WORD LIST

SNOWMAN	ICE	SLED	FROSTY
MITTENS	EARMUFFS	SLIDING	COLD
FIREPLACE	HOLIDAYS	CLOUDS	WINDY
WHITE	SKIS		

B K S F F U M R A E S
O M S L I D I N G L N
P I E Y R I D L G S O
F T X T E Q C F L K W
Y T V S P W S E N I M
D E H O L I D A Y S A
N N X R A J L R C Y N
I S L F C L O U D S C
W H I T E B C W Z E X

HOW MANY WORDS CAN YOU MAKE

~~FROM~~ THE LETTERS

IN...

Happy New Year!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

Holiday Gifts to Make

FOR FATHER:

Make father a reindeer match striker. Fold construction paper into a 6" x 6" card. Then (from a 2½" x 3½" piece of sandpaper) cut the largest possible oval to create the reindeer's body. Paste the oval to the card. Add details to the reindeer with crayon or felt pen.

Inside the card, a message can be written such as this poem:

My coat is scratchy,
My nose is bright.
Rub my back
When you want a light!

Punch holes at the top and insert yarn or ribbon so the striker can be hung in a convenient place.

FOR MOTHER:

Make an attractive ceramic tile or trivet for mother. For each tile, fill a plastic top from cottage cheese or salad container, with clay. Smooth the surface with a tongue depressor. Leave the molds open overnight to dry.

The following day, carefully remove the tile from the lid. Use a large nail or similar sharp tool. Punch a hole with a nail for hanging if you wish.

The tiles are finished by being glazed and firing.

FOR THE FAMILY:

Make a Christmas centerpiece for the whole family to enjoy.

Use small foil pan such as those for frozen chicken pies (CLEAN WELL!). Place a generous amount of non-hardening clay in the bottom. Add a cardboard paper-towel tube or tissue roll in an upright position in the center of each for the candle. This "candle" could first be painted with tempera or covered with foil, covering the open upper end. Fasten an orange paper "flame" into a slit in the top covering. Press small pine cones and pine branches into the clay base. Add "findings" if desired - small Christmas tree balls, miniature ornaments, etc. which may be found at home.

Bread Dough Things

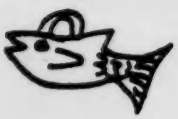
NO EATING DOUGH RECIPE

Mix: 4 Cups Flour
2 Cups Salt
2 Cups Water

Bake at 350° until done.
If desired, add food coloring to dough sections.

Useful Tools:

Fork, toothpicks, fine wire, spoon, paper clips for hangers, aluminum foil, garlic press, acrylic paints or food coloring, craft glaze for glossy finish



Success Suggestions:

1. Student makes a <u>colored drawing</u> first.
2. Teacher demonstrates "sticking" dough pieces together using water (a wet finger!)
3. Keep pieces of dough <u>fat</u>, avoid flatzy look!
4. Be sure to insert a <u>hanger</u>!
5. Bake, but watch carefully, to avoid <u>too</u> brown look!
6. Paint and apply gloss lacquer to waterproof.

<u>Animal Things</u>

mouse, bear, hippo, cat, dog, tiger, deer, turtle, dinosaur

<u>People Things</u>

Santa, fairy, angel, elf, farmer, Indian, soldier, cowboy, astronaut, dancer, clown, mermaid

<u>Thing Things</u>

airplane, car, boat, doll, soldier, sled, bicycle, train, flag, guitar, house, clock,

EATING SUGAR DOUGH

1 Cup	Water
2 Cups	Sugar
3 Cups	Flour
½ Teaspoon	Salt

Mix as you do the salt dough and model. Add food coloring if desired or use colored icings.

SANTA CLAUS

Divide dough into five (5) balls. Use one for legs, one for the body and belt, one for the arms and hands, one for his head, hat and beard, and one for Santa's sack. Use scissors to cut whiskers dough.
Glaze with egg.
Bake at 350° until golden.

EATING DOUGH RECIPE-BREAD

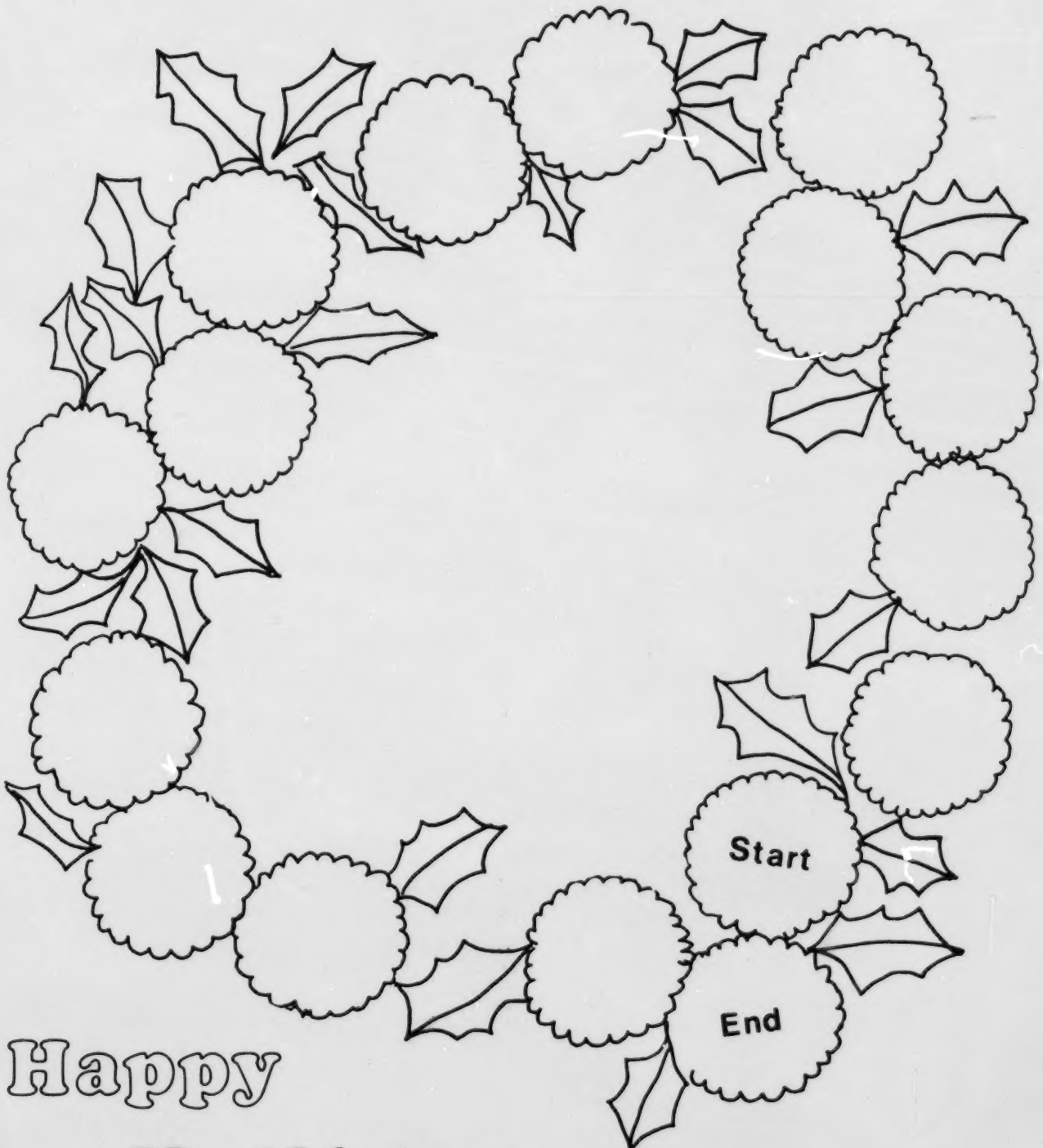
1 package Yeast
2 Cups warm Water
3 Tablespoons Sugar
2 Teaspoons Salt
¼ Cup Oil
1 Egg
7 Cups Flour

Mix sugar, water and yeast. Let set five minutes. Add oil, salt, flour a little at a time. Work dough by kneading. Make sculpture on cookie sheet. Add beaten egg with a brush to add sheen.

Let the dough rise --- 10+ minutes.
Bake at 350° for 45 minutes.
Eat and enjoy!

To model a large bread project:

divide the dough into balls,
shape on cookie sheet pre-greased.
Use egg (whipped) to add gloss.



Happy
Holiberry

Suggestions for using the HAPPY HOLIBERRY pattern.

INDIVIDUAL WORKSHEETS:
(use in a counter-clockwise direction)

- Write numbers in sequence: by ones, twos, fives or tens
- Write letters of the alphabet.
- Number the berries. Show picture cards. Have the children write the beginning consonant (or blend) letter for each one.
- Write number problems in each berry. Write a color key on the blackboard and have children color the berries according to the key, after solving the problems.
- Use as an answer sheet for spelling, math, etc. by numbering the berries and putting in answers to oral questions or activities on the blackboard or charts.

GAMES:

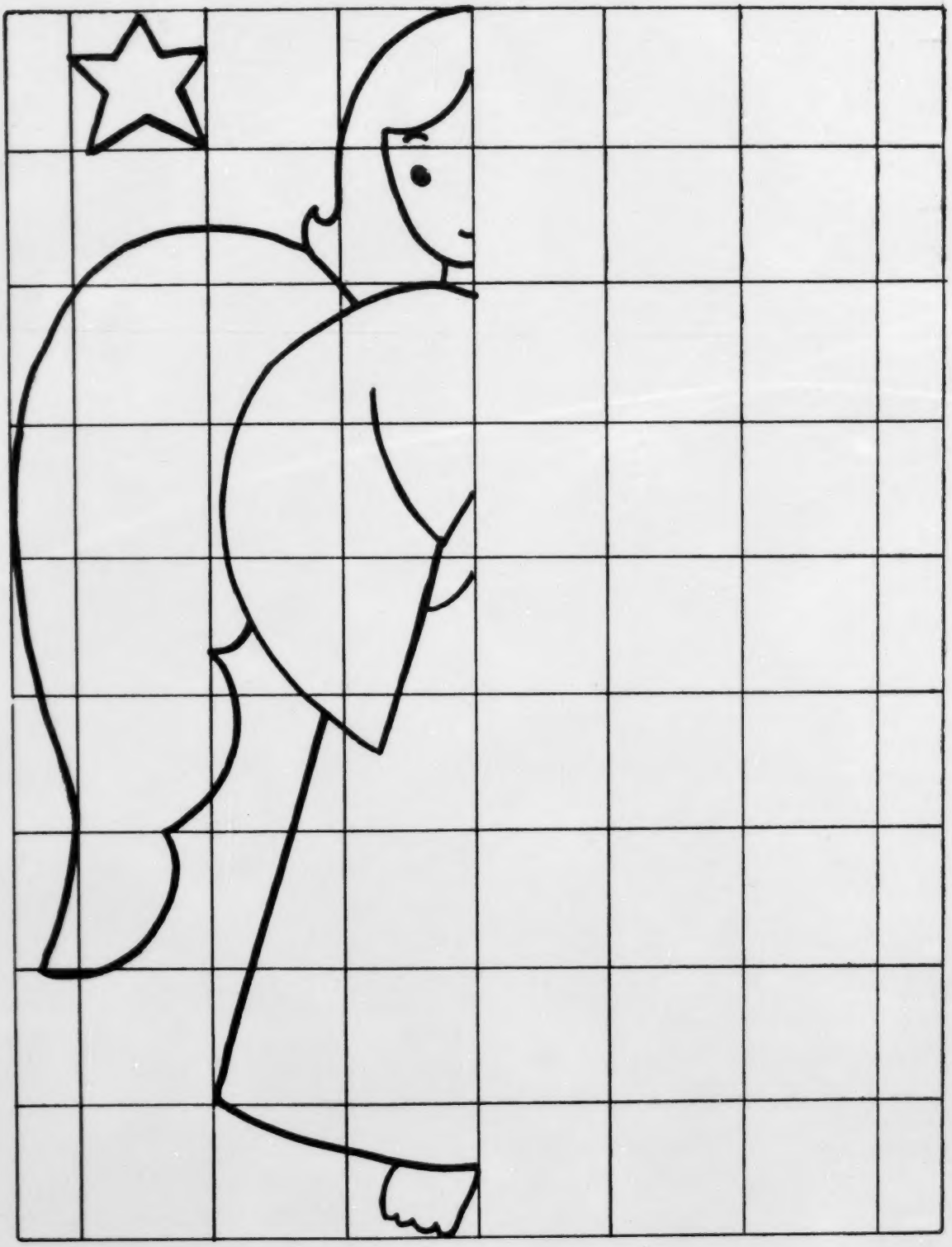
Color the worksheet and write random numbers in each berry. If you will be using two dice to play the game, write numbers between 2 and 12 in each berry. (Be most liberal in repeating numbers between 5 and 10.) If you will be using a spinner, adapt the numbering to the numbers on your spinner. Laminate the page, if possible.

Directions for Play: Two people can play. Each should have a marker such as different colored buttons. As each child rolls the dice or spins the spinner, he/she can advance to the next berry only if the number on the next berry exactly matches their spin or roll. If he/she does not get that number, play moves to the other person. The first person to advance all the way around the board is the winner.

Variation: For younger students, use numbers 1-6 and use one die only.

BULLETIN BOARDS:

- Enlarge the design and cut parts out of colored construction paper. Moving clockwise write in numbers daily to make a classroom calendar. Adjust the number of berries used to the number of school days you have before Christmas vacation.
- Write names on the berries (adding more if necessary) to honor students with perfect spelling tests, those passing certain skill tests or just recognition of different students each day.

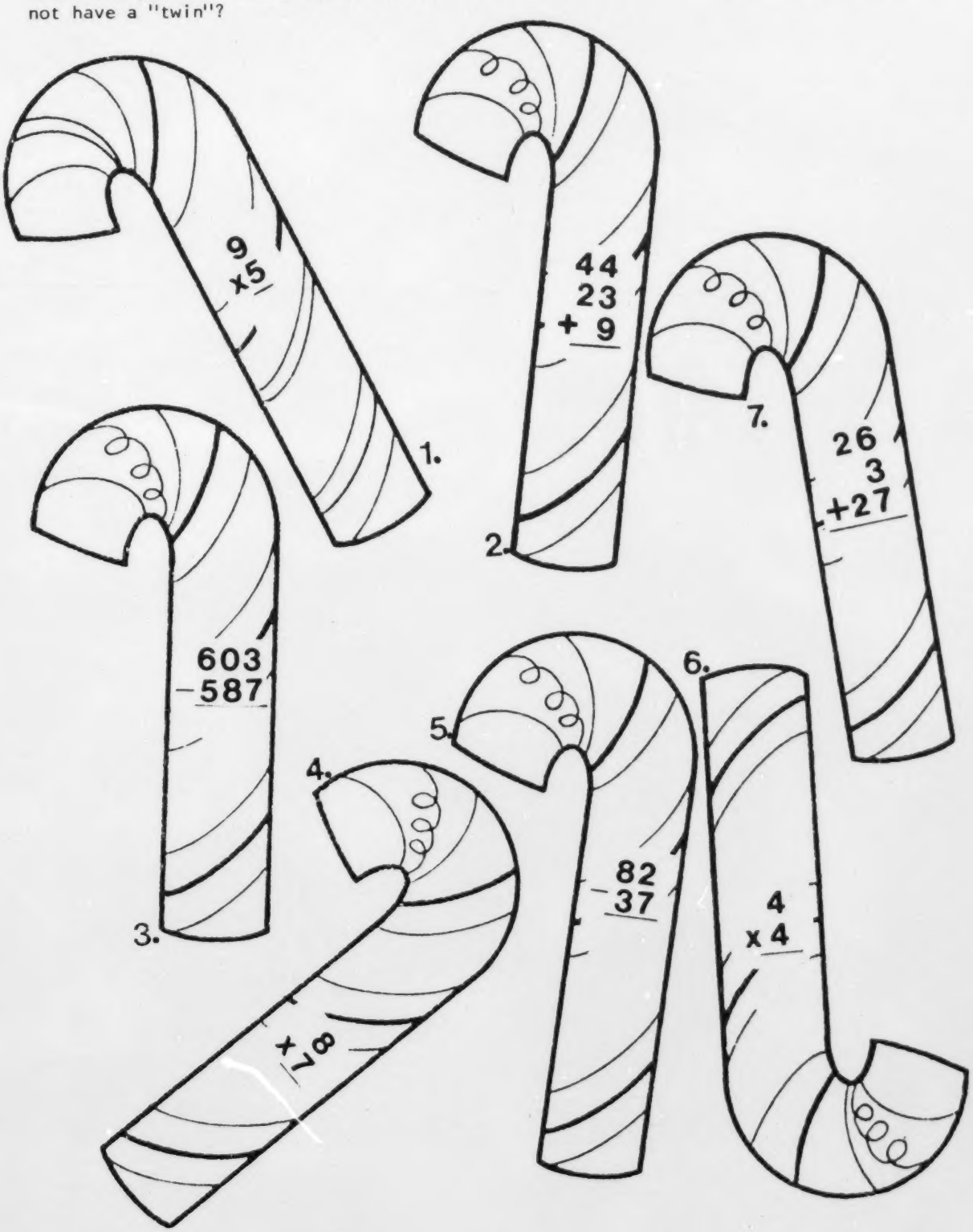


FINISH THE ANGEL.

37

Candy Cane Twins

Match the pairs of candy canes that have the same answers. Which candy cane does not have a "twin"?



SECRET CODE

Y	E	R	V	H	M
0	1	2	3	4	5

A	C	I	S	T
6	7	8	9	10

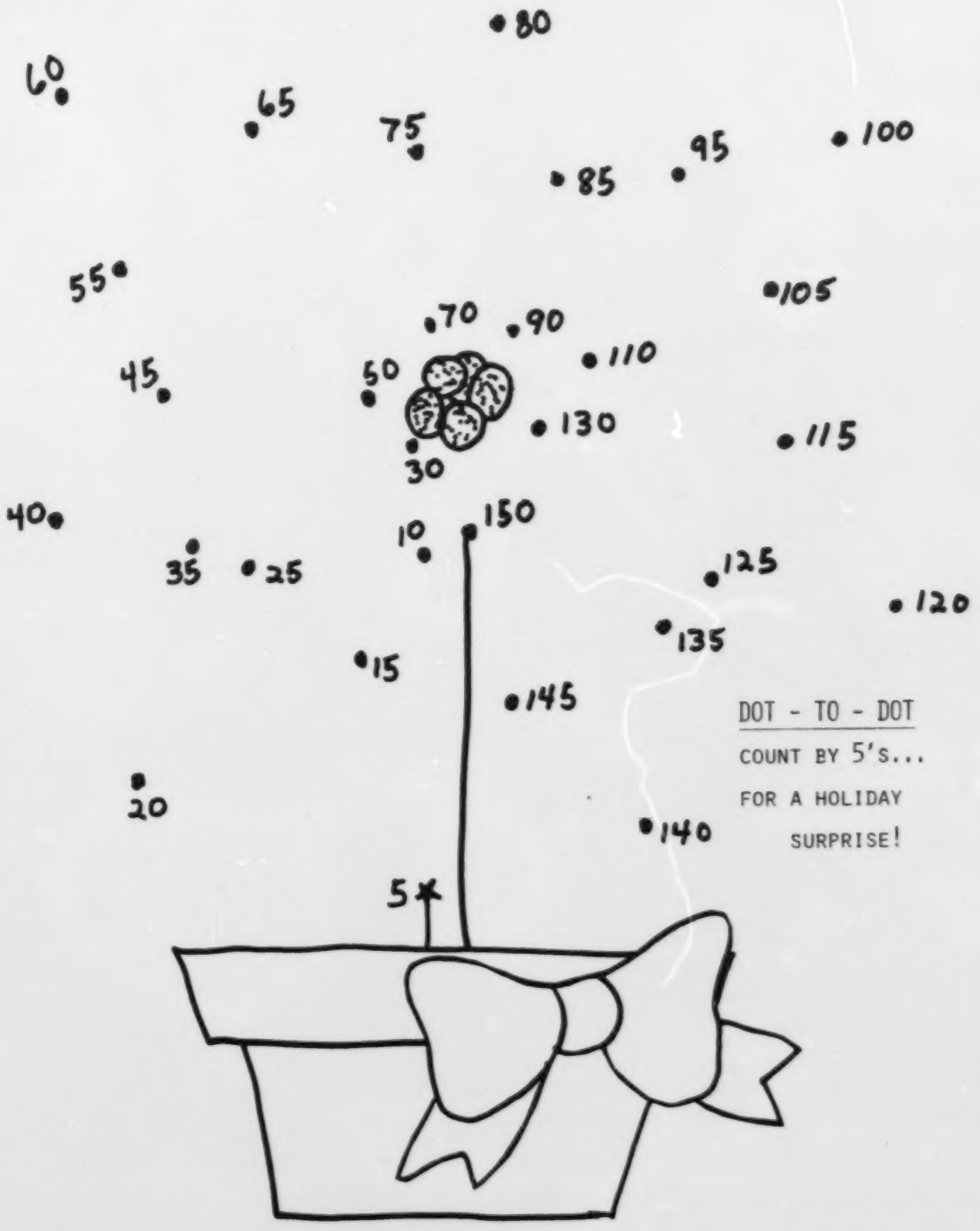
SOLVE THE PROBLEMS BELOW. THEN FIND THE NUMBER IN THE CODE. SEE THE EXAMPLE. YOU WILL DISCOVER A CHEERFUL MESSAGE WHEN YOU ARE FINISHED.

10 −6	5 +1	3 −0	9 −8
4			
H			

3 +3

3 +2	4 −3	2 +0	2 −0	8 −8

4 +3	2 +2	8 −6	4 +4	6 +3	5 +5	10 −5	4 +2	5 +4



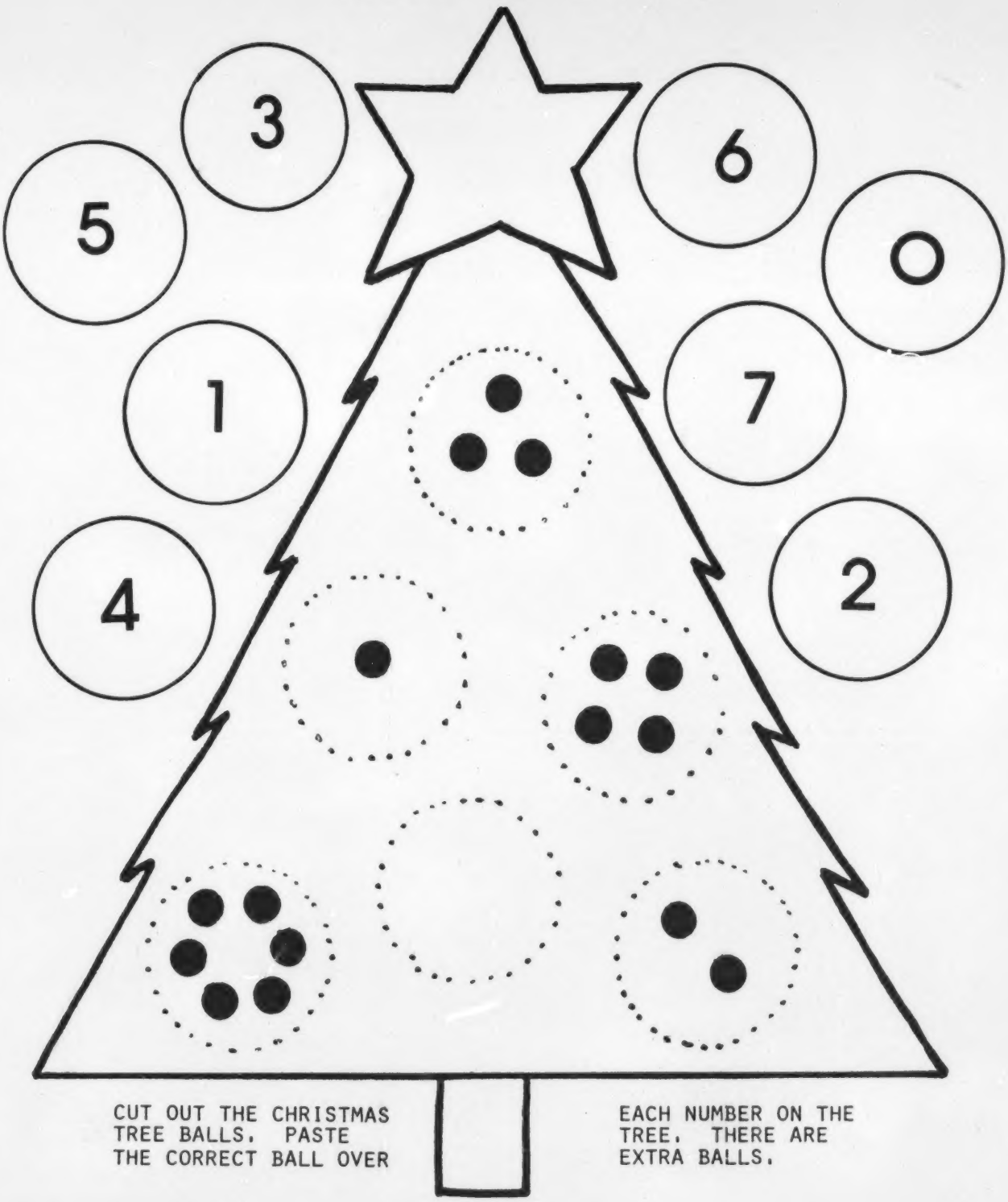
DOT - TO - DOT

COUNT BY 5's...

FOR A HOLIDAY

SURPRISE!

Cut 'n Trim



CUT OUT THE CHRISTMAS TREE BALLS. PASTE THE CORRECT BALL OVER EACH NUMBER ON THE TREE. THERE ARE EXTRA BALLS.

Your Tape Measure

PUT YOUR TAPE MEASURE TOGETHER, "JUMP RIGHT INTO" MEASURING THINGS. HAVE FUN!

cm

NAME _____

cut → 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 Paste

cut → 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 Paste

cut → 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 Paste

cut → 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 Paste

cut → 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 Paste

cut → 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 Paste

cut → 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139

Pair & Spare

CIRCLE THE SOCK THAT HAS NO MATE!
3x3=
(2x3)+1=
3)27
4)32
6+3
2)14
5+4
2x4=
1x10
3)30
3x3
4)28
13-4=
12
-4
2x5
4)40
6
+5
6
+7
(6x2)-1=
4)24
(2x7)-1=
5)40
4
x3
3)15
4
x3
3)21
2x4
10+3=
12
-6
4
x3
2
x7
(10x2)-7=
5+4
2)16
3x3
4x2
2x5
1x10
COLORS
5- brown
6- light green
7- orange
8- blue
9- dark green
10- red
11- purple
12- black
13- yellow
14- white
7
+4
9
+4
(2x5)+1=
9
+4
4)24
7+6=
2
x6
7
+2
(2x4)+1=
3
1
3
4)36
5)40
6)36
9
+4
4
x2
2
x6
6)30
2
+6
9
+1
2)14
4x2

CHOICE ACTIVITIES

Body Movement

PURPOSE

To explore the awareness of body movements we make at home. To perform the skills that will enhance body movements that are made.

MATERIALS

1. Task cards
2. Record: (if available) Sensorimotor Training in the Classroom - Side B. 1. Small Muscle, or substitute appropriate available record.
3. Entry Level Assessment.

INTRODUCTION

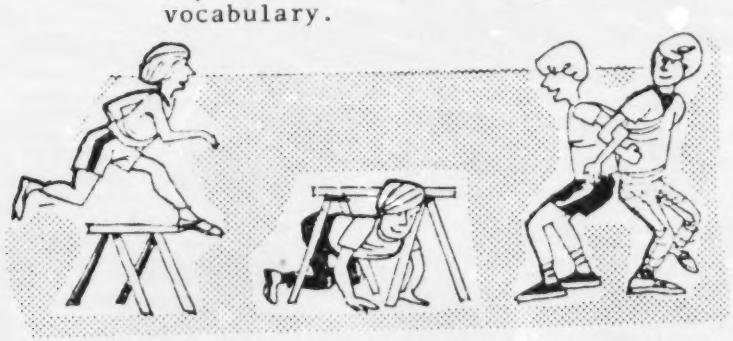
Administer Entry Leval Assessment, then ask:
"Will someone think of something you do at home where your hands need to work together?"
Example - tying shoes, putting on clothes.
"Are these large movements or small movements?"
"Will someone think of something you do at home where your feet have to work together?"
Example - walk, run, skip.
"Are these larger movements than movements you make when tying shoes?"
Have children demonstrate all of the movements discussed.

CLASS ACTIVITIES

1. Pre-test.
2. Tell the children: "We are going to do some activities that will help us practice control of our body."
3. Record, if available.
4. Task cards.

SUMMARY

Discuss the body movements you have made. Classify whether they are large or small. Recall vocabulary.



PROJECT CHOICE #168, A CAREER EDUCATION UNIT FOR GRADES K-2, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CALIFORNIA, 90039

PURPOSE

To perform body movements that are essential to all basic locomotor, and axial movements used at home and school.

MATERIALS

1. Film projector.

2. Films about body movement.*

   *Suggested films available from IRC, Kern County Superintendent of Schools Office:

   3758 Busy Bodies
   4763 Basic Movement Skills

3. Book: (If available) Making Music Your Own, Walk to School, page 7 (or other suitable books or recordings.)

4. Task cards

INTRODUCTION

Sing Open, Shut Them. Teach Walk to School, if available. Use suggestions on bottom of page to make other movements. Tell the class you are going to show them films of some body movements.

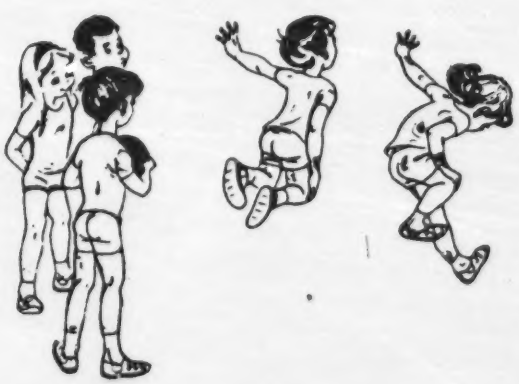
CLASS ACTIVITIES

1. View film.

2. Task cards.

SUMMARY

Have the children describe three kinds of body movements used at home and at school. Have the whole class perform them.



PURPOSE	To observe people working. To create an awareness of kinds of body movements that are needed in their job. (State ways in which activities we have been doing have helped them as students and as children to meet demands of their lives. Speculate on the effects of these experiences when they become workers.)
MATERIALS	1. Workers at school (custodian, nurse, gardener, secretary.) or 2. If more appropriate for your school site, use community resources for a walking field trip (e.g., gas station, laundry, fire station.) 3. Permission slips, if walking field trip selected.
INTRODUCTION	Say: "Today we are going to see some people working. Watch carefully what they do, and how they move their body to do their job."
CLASS ACTIVITIES	1. Walking trip to watch school employees at work. or 2. Field trip, if appropriate.
SUMMARY	Discuss what workers you saw. List with the children what their job is named.

You need:

1. Yourself

Let us see how many ways you can walk.

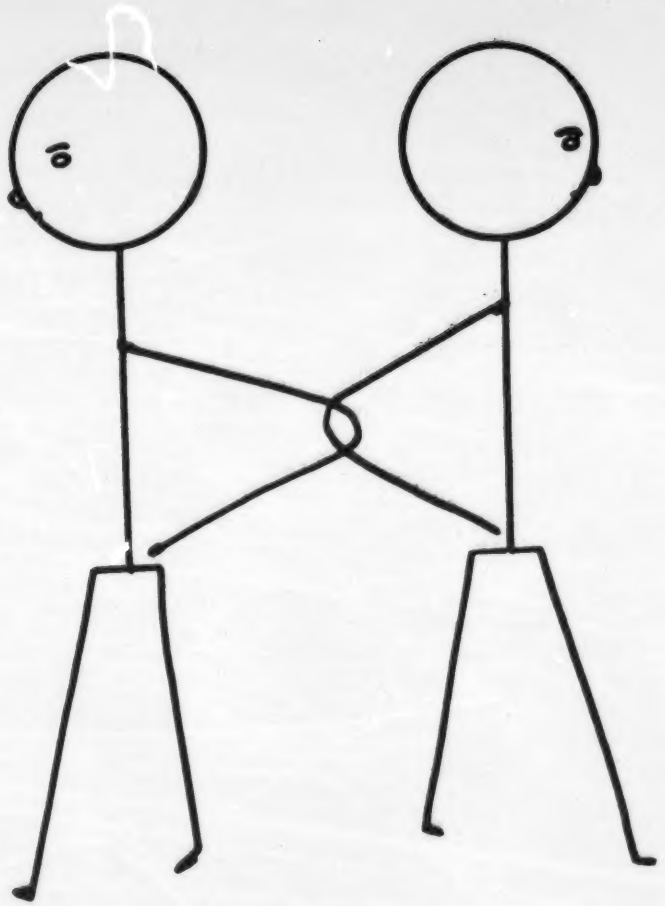
Walk the way you would if:

1. You just broke your balloon.
2. You were late to school.
3. You lost your sweater.
4. You found a quarter.
5. You thought you saw a monster.
6. You were going to buy an ice cream cone.

You need:

1. Good ears
2. Your body

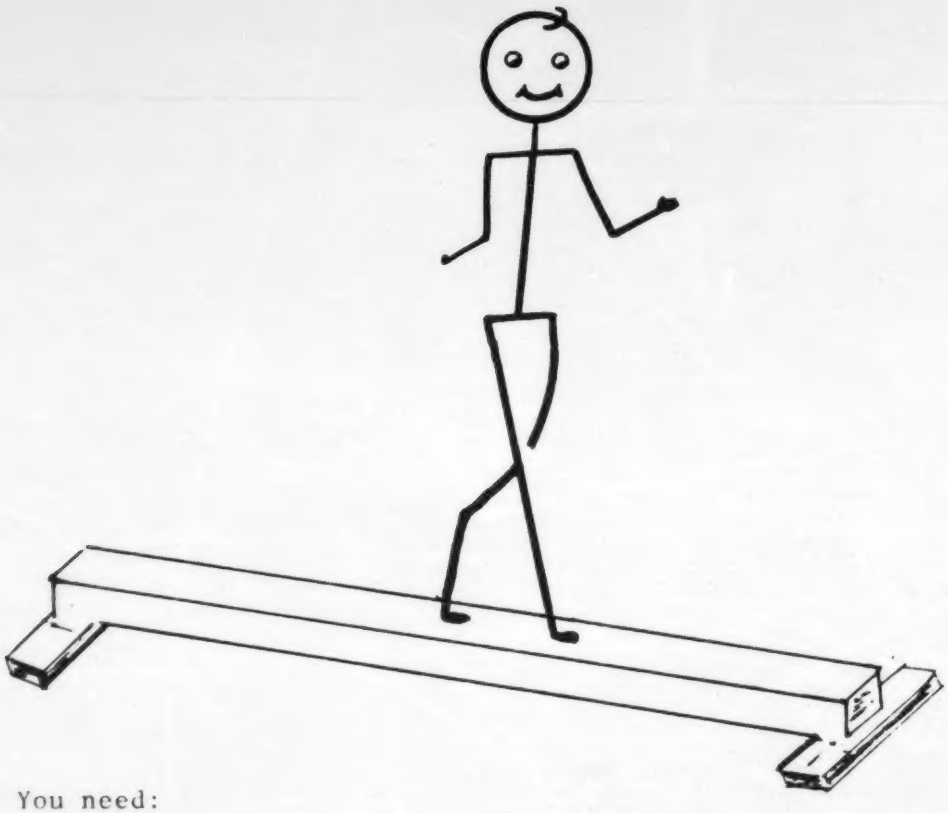
- Stand, bend your body forward, backward, and to each side.
- Stand, twist your body all the way to one side, then all the way to the other side.
- Sway your body forward, sideways and backward.
- Move your whole body like you are a swing.



You need:

Two people

Stand back to back with a friend, linking elbows. Walk together three steps forward and three steps backward.



You need:

1. Walking board/balance beam/ledge of sandbox
2. Directions for making Walking Board (next page)

Practice using the balance beam.

Walk forward slowly - heel to toe.

Walk to the middle, when you reach the middle, turn, walk backwards to the end.

Walk across sideways.

Walk forward with your hands over your head.

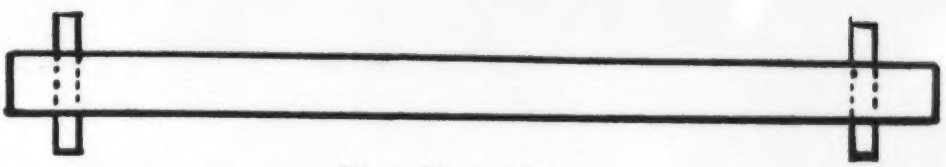
Walk backwards with arms held straight out in front.

Walk on beam using your hands and feet.

Walk across beam forward with your hands straight in front.

Walk backwards with arms held straight out in front.

WALKING BOARD



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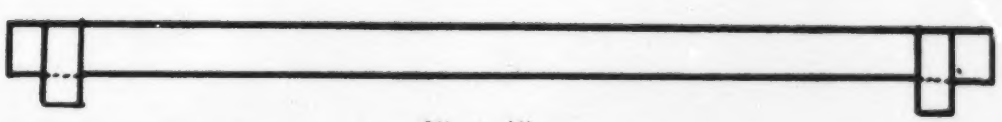
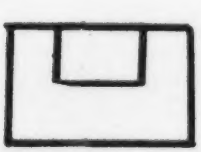


2" x 4"



SUGGESTED INSTRUCTIONAL MATERIALS

Films

Learning to Look at Hands
Movements and Motor Functions - Movement Is Fun!
Thinking, Moving, Learning (Teacher)
Dance With Joy (Teacher)
Movement Everywhere
Movement Exploration: What Am I?

Records

And the Beat Goes on for Physical Education - Elementary
Clap, Snap, and Tap
Fitness Experience
Fun Activities for Fine Motor Skills
Words and Movement About Myself and Musical Games
Sensorimotor Training in the Classroom
Body Awareness and Position in Space
Developing Perceptual Motor Needs
Honor Your Partner, Album #24
Rhythms for Physical Education
Physical Fitness for Pre-School
Pre-School Activities
Perceptual-Motor Rhythm Games
Rhythmic Activity Songs for Primary Grades, Vol. 1

Books

Teaching with Rhythmic Activities
Making Music Your Own
This Is Music

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films

4763 Basic Movement Skills
7298 Balance Skills
7031 Animal Capers for Fun and Fitness
3852 Learning to Look at Hands
525 Thinking, Moving, Learning (Teacher)
4320 Movement Exploration: What Am I?
3758 Busy Bodies
7258 Mechanical Capers for Fun and Fitness
3497 Move (Teacher)
7259 Movement Exploration (Teacher)
4789 Rhythmic Ball Skills
3569 Understanding Space and Directional Movements
4760 Apparatus Skills
2071 Tumbling - Primary Skills
7285 Early Expressionists
1544 Magic Fiddle

HOW AM I DOING?

1. Do I work quietly?	yes	no	sometimes
2. Do I do my own work?	yes	no	sometimes
3. Do I read directions carefully?	yes	no	sometimes
4. Am I a good listener?	yes	no	sometimes
5. Am I willing to share?	yes	no	sometimes
6. Do I take turns?	yes	no	sometimes
7. Am I careful of materials?	yes	no	sometimes
8. Do I try to do my best?	yes	no	sometimes

I need to work on these things:

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES

Invites

TEACHERS, INSTRUCTIONAL AIDES, PARENT ADVISORY MEMBERS, AND PARENT VOLUNTEERS

to

A Wonderworld of Curricular Ideas

Sponsored by: KERN

INSTRUCTIONAL MATERIALS PREPARATION LABORATORY

FEATURING:

Jan Wells

Self and Career Development Consultant
Kern County Superintendent of Schools
Office

Roberta Faeth-Goodman

Coordinator, Instructional Materials
Kern County Superintendent
of Schools Office

The third in a series of seven:

INSTRUCTIONAL MATERIALS WORKSHOPS TO DEVELOP HANDS-ON ACTIVITIES IN THE AREAS OF READING, SCIENCE, MATH, LANGUAGE ARTS AND CAREER EDUCATION

Saturday
December 5, 1981
9:00am~2:00pm

KERN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE-
BOARD ROOM, 5801 Sundale Avenue
Bakersfield, California 93309

A laboratory usage fee to cover construction costs is required. California State College, Bakersfield credit will be available at 1 quarter unit for every two sessions attended.

For further information contact Roberta Faeth-Goodman, at 834-3700 Extension 285 or Nancy Comstock, at 834-3700 Extension 267.

The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergert production, divergent production and evaluation.

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